



**Listening and Responding:**

<b>Identify the pulse</b>	<i>Can you clap to the pulse? Can you move to the pulse?</i>
<b>Discuss the pitch</b>	<i>Which instruments are playing high? Or low? How does the melody change?</i>
<b>Discuss the dynamics</b>	<i>How does the dynamics affect the song or music?</i>
<b>Discuss structure</b>	<i>Is there an introduction? Is there a verse or a chorus? Can you hear a repeated melody?</i>
<b>Hear and name instruments</b>	<i>Can you name the instruments you can hear in the music?</i>
<b>Describe an emotional response</b>	<i>How does the music make you feel?</i>
<b>Describe a visual response</b>	<i>What does the music make you think of?</i>
<b>Express an opinion</b>	<i>Do you like the music? Can you explain why?</i>
<b>Listens to a range of musical styles and can discuss similarities and differences.</b>	<i>Have you heard this style of music before? What sounds the same? What is different? Does this remind you of anything you have heard before? What is the music style?</i>

**Key vocabulary:**

- Pulse
- Pitch
- Tempo
- Dynamics
- Structure-introduction, verse, chorus
- Backing vocals
- Names of classroom percussion instruments
- Crotchet
- Minim
- Semibreve
- vocals

**Key Music Styles/Composers/Performers:**

- RnB
- Pop
- Reggae
- Traditional music from around the world- Hindu, Chinese Folk, Traditional Turkish, Polynesian and Sudanese
- Disco
- Classical incl La Mer by Debussy
- Motown
- Soul



**Musical Activities:**

- Take an active part in pulse/rhythm/pitch games
- Understand and participate in singing warm-ups
- Learning melodies and parts for singing songs
- Playing tuned percussion instruments correctly for example the Glockenspiel
- Using tuned percussion instruments to:
  - Play a learned sequence of notes
  - Improvise a part using a set number of notes
  - Play parts in a group or to accompany singing
  - Read notation for C, D, E, F,
  - Understand and recognise crotchet, minim and semibreve
- Performances should include discussions about the audience, preparation and evaluation

